

Historic, archived document

Do not assume content reflects current
scientific knowledge, policies, or practices.

June 8, 1926

Extension Campaigns

LIBRARY OF THE
OFFICE OF EXPERIMENT STATIONS

JUL 8 1926

EXPERIMENT STATION FILE

H. W. Lockbaum



UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service.....C.W. Warburton *Director*

Office of Cooperative Extension Work.....C.B. Smith *Chief*

Washington, D. C.

EXTENSION CAMPAIGNS*

An Outline of Methods Involved in Planning and Conducting Campaigns

H. W. Hochbaum, Agriculturist,
Office of Cooperative Extension Work

Contents

	Page		Page
The basis for a campaign-----	1	How to develop interest-----	13
Outline for planning a		Relation of confidence to	
campaign-----	3	other attitudes-----	15
Selection of projects-----	4	Means used to create desire-----	16
Insuring supplies-----	7	What insures action-----	19
Launching a campaign-----	7	Measuring results-----	21
Surveys-----	9	Maintaining satisfaction-----	23
Principles of teaching involved--	10	Revising plans of work-----	24
How to get attention-----	12	Plans of work-----	25

The Basis For a Campaign

Any extension agent can keep himself busy by running a general service office. He even can make himself fairly useful by answering farm calls, holding a few demonstrations, attending a round of meetings, and in general handing out agricultural information. But the agent who leaves an impress upon the agriculture of a county has bigger tasks before him. As a leader in shaping agricultural progress he must see the basic problems that stand in the way of agricultural improvement. He needs to organize a program that strikes at the larger problems. Moreover, he must have the ability to so plan and conduct his work, his teaching, that large numbers of people will adopt the solutions for these problems. Worthwhile extension programs are more than a collection of patent projects. Worthwhile extension teaching is more than handing out information. The teaching, the leadership of the extension agent should lead many people to make desired changes in practice. Improvement and progress follow.

*Grateful acknowledgment is made by the author for the many helpful suggestions and criticisms given by A. B. Graham, Eugene Merritt, and Reuben Brigham, of the Office of Cooperative Extension Work.

County agents come and county agents go, but some projects seem to go on forever. There are many problems for which correct solutions have long been known. The work, too, has long since passed the demonstration stage. Nevertheless, the programs of many extension agents list the same demonstrations, the same projects, year after year. Evidently the better practices involved have not been adopted by many people. Only a few people, those most readily touched seem to have been influenced. The attention and interest of the majority have not been won. It can not be that the teaching has been well planned or consistently carried on.

Whenever a practice can be adopted safely, easily, and profitably by the majority of those engaged in the particular enterprise, it is time to so plan the teaching that a large number of people will adopt the recommendations. This can be done most effectively by means of a well-planned campaign.

What is a campaign.

A campaign is a well-organized systematic plan for influencing and teaching many people to make certain desired changes in practice. The effort is concentrated upon teaching only one or two major practices. This teaching is so organized that the central idea, the better practice is kept before people continuously for six months or so, each year for a period of two to three years. A great variety of teaching aids are used to create such a background of favorable attitude, facts, and information in the mind of the individual that he can learn and act with satisfaction to himself.

What makes a campaign effective.

A campaign to be effective must concentrate upon a real need and certain principles of teaching and salesmanship must be employed correctly. The practice selected must be a real answer, a practical solution for a real need or situation. The worth of the practice should have been proved locally. This is best done by conducting from 20 to 40 life-sized result demonstrations in the county for one or two years. In many cases, however, there is sufficient evidence from local farm practices that the practice to be taught fits local conditions and therefore the demonstration staged can be eliminated. Then attention should be given to developing a local source of supply or service of material. Unless the people can get the needed material easily and cheaply; that is, lime, better seeds, better bulls, and the like, they can not or will not adopt the practice.

Avoid brass-band tactics.

It is not desirable to conduct a campaign as a so-called high pressure salesmanship affair. A campaign should do more than stimulate. Campaigns ought not to force people to adopt recommended practices as a result of too much enthusiasm and drive. When well planned and well done, a campaign truly teaches. It leaves people satisfied with what they have learned and prepares them to improve their situations still further. The campaign, however, uses the psychological approach rather than the logical. It teaches single practices rather than masses of organized facts. Learning is a habit-forming process. Old habits, old bonds must be broken, new ones formed. The attention of the farmer needs to be won; his interest developed. The task of one is building in his mind step by step the proper background of ideas and infor-

mation that the right response may be made to the suggestions carried by the extension teacher. Obviously, it is better to begin with one habit, one practice, rather than to give the subject matter on many practices or attempt to build a store of knowledge on these.

Why campaigns fail.

Where campaigns have not been effective or have fallen in disrepute, it is usually due to one or more of the following causes:

- (1) The recommended practice is not practical, does not fit a need, or costs too much.
- (2) A source of supply of needed material has not been developed.
- (3) The practices and the teaching are too complicated.
- (4) The campaign is too hurried, not enough time is allowed.
- (5) The working plans are not specific.
- (6) The psychological factors are not understood.
- (7) Too much argument is used.
- (8) The agent can not carry out the detailed plan.

There follows a job analysis - a list of the more important phases of a true campaign, which should be planned and outlined in detail. If each of these steps is planned for and carried out and the general sequence followed, assurance may be had that the campaign will be successful.

Campaigns like those described in this circular have been developed in New York, Maine, Connecticut, Massachusetts, New Hampshire, New Jersey, and other States with unusual good results. Thus four counties in New York reported for 1925 an increase of over 4,000 acres of alfalfa, as a result of the alfalfa campaign now being conducted. Maine, which has organized a better dairy-bull campaign in 14 counties for a period of five years, is much encouraged by the wonderful interest shown and the results already accorded. In Connecticut last year 424 purebred dairy bulls were placed in six counties as a result of the dairy-bull campaign, whereas over 2,000 acres of alfalfa and 1,500 acres of clover were sold as a result of the alfalfa and clover campaigns. In that State also over 700 poultry men are growing more than a million chicks this year according to the recommendations of the extension service as carried in the "grow healthy chicks" campaign. Middlesex County, Mass., reported last year that volunteer reports from 300 or more growers were received which testified to the good results of the teaching carried in the better fruit campaign. Altogether nearly 100 counties in the Eastern States are carrying on campaigns in many different projects following the general principles described in this circular.

Outline for Planning a Campaign

Job Analysis of Principal Phases of a Campaign

- (1) Diagnose the problem accurately.
- (2) Develop a practical economic solution.
- (3) Determine the single practices involved.
- (4) Provide a sure and economical supply of seeds, stock, lime, or other material or equipment needed.

- (5) Awaken interest of leaders and obtain approval of plans.
- (6) Organize and train leaders.
- (7) Survey farms to find names and conditions of farmers who should benefit by adopting the practice.
- (8) Choose and plan for the use of the most appropriate means and agencies to attract the attention of those who should be reached with the practice.
- (9) Same to develop interest.
- (10) Same to reenforce above and instill confidence.
- (11) Same to create desire.
- (12) Same to obtain favorable action from the number selected as a goal.
- (13) Measure results obtained in numbers adopting the practice.
- (14) Choose and plan for the use of the most appropriate means and agencies to maintain satisfaction.
- (15) Review results, set new goals for ensuing year, and revise plans.

The principles to be observed and the methods followed in planning campaigns in accordance with this analysis follow.

Selection of Projects

(1) Diagnose problem accurately.

There is no short cut to the proper diagnosis of a problem. A faulty diagnosis, one based upon insufficient knowledge and appreciation of the circumstances and conditions which surround a problem, will prevent finding a practical solution, a better practice which the majority can adopt. The great requisites are more information on the situations or problems as the farmer has to face them and all factors which have dictated the practices now followed. Thus, where the farmers all practice long rotations and where lime is prohibitive in price, it is futile to put on a red-clover campaign. Yet campaigns are attempted despite such limitations to success. Proper analysis should also include a study of the human-nature qualities of the groups to be reached, i.e., their feelings, attitudes, reactions, and abilities.

In some problems a cross section, systematic, farm to farm survey, which covers a hundred farms or so, may serve as a general indicator. Such a survey, which seeks data on five or six key questions may be all that is needed as a basis for diagnosing a general problem, as breeding, soil management or housing. However, in most cases it is necessary to supplement such a survey with statistics from the census reports, assessors' reports, cost-account studies, farm accounts, and other similar data. For campaign purposes it will be necessary also to have the names of every individual affected by the problem and some data on his situation as shown on pages 9 and 10.

(2) Develop a practical economical solution.

The trite statement that the first requisite of good salesmanship is to have something to sell which people can buy and use holds in extension campaigns. The practice recommended should be one which many can adopt with ease and profit. Where small herds prevail the average man can not well belong to a cow-testing association. If he is to cull his cows and manage his

herd more effectively some other plan must be devised or the great majority will go on without testing. Likewise, certain practices with reference to soil improvement may seem all right to the investigator but in the mind of the small farmer the cost may be prohibitive. The success of any campaign rests upon the solution offered. This must be practical.

Illustrated Analysis of Problem Diagnosis

An analysis of the ground to be covered in properly diagnosing a problem and developing a practical solution may be presented as follows:

The problem of high costs of producing milk in an Eastern State as shown by surveys, cost-account studies, questionnaires, and conferences with leading dairymen, includes the following factors:

- Cows inherently low producers.
- High feed costs.
- High labor costs.

Farm to farm surveys, community program making, contacts with leading dairymen brought out the fact that the practices followed by the majority are:

- Small herds are maintained.
- Replacements purchased.
- Poor bulls are kept.
- Insufficient forage is grown.
- No short rotations are followed.
- Little or no legume hay is grown or purchased.
- Concentrates and grain are largely depended upon.
- Pastures are not kept up.
- Dairying is chief enterprise.
- Operations in other enterprises are small.

The circumstances and conditions which are largely responsible for these practices have been found by means of farm to farm surveys, questionnaires, and community program development. These show that:

- The areas of tillable land per farm are small.
- It is difficult to make hay.
- Lime costs are high.
- The rocky wooded pastures are difficult to improve.
- Only small amounts of manure available for tilled land.
- There is a lack of efficient farm implements.
- The opinion prevails that it does not pay to raise calves.
- The average farmer thinks he is too old to start new enterprises as orcharding or poultry keeping.
- The farm is primarily a home, not a business, so the enterprises are small.

In view of the conditions listed and the practices followed, as above, the following recommendations can be made safely. They are based upon demonstrated facts.

Practical Solutions Offered

More farmers can raise their own replacements since farm studies show the more successful farmers are doing so.

Better bulls are needed.

The dairy farmer who has calves or heifers for sale of good breeding thus adds a profitable enterprise. Each farmer could manage from three to eight more cows per farm and decrease labor costs.

Success with alfalfa has been demonstrated and since this fits in with a long rotation every farmer should have at least 1 acre of alfalfa for every cow.

The rations may be improved and costs decreased by feeding the standard rations.

Costs of producing hay and silage may be decreased by introducing labor-saving machinery and methods.

Simple tests and records of production will help the farmer cull out poor cows and breed better ones.

In purchasing replacements only cows of known production or purebred heifers with production records of parents should be procured.

(3) Determine the single practices involved.

It is essential that the objectives in a campaign be made clear and definite. Therefore, it is necessary to set out each single practice involved in a list of recommendations. These are the steps to improvement. These are the changes it is desired to bring about.

Strength will be added and more effort will be placed upon teaching and learning these practices if they are set up as a program. They should constitute a long-time program for the improvement of a particular enterprise or activity. The result will be that this program will serve as a basis for all extension programs. The latter change from year to year. The other should be permanent, a long-time program. They should direct the extension activity and the organization of an extension program so that continued and consistent attack on fundamentals may be sure.

The relation of a long-time program made up of such practices and an extension program made up of the special projects chosen from time to time to teach those practices are shown below.

Problem
Factors

The high cost of producing milk.
Poor cows.
High feed costs.
High labor costs (lack of diversity
and small size of enterprise).

Agricultural Program (long time)

Test cows for production.
Introduce better bulls.
Introduce higher producing cows.
Feed more clover.
Feed more alfalfa.
Feed better-balanced rations.
Decrease cost of silage.
Increase size of herds.
Add other farm enterprises.

Extension Program (current year)

Better bull campaign.
Heifer calf club.

Alfalfa campaign.

Demonstrations of brooding and rearing chicks.

Insuring Supplies

(4) Provide a sure and economical supply of material needed.

Before a campaign is launched it is necessary to provide ways and means for people to get needed materials and supplies as cheaply, easily, and surely as possible. This may involve building up a service. The cooperation of dealers in stocking certain materials and supplies must be obtained. Transportation may need to be developed or costs reduced. Certain farmers may be trained to grow and supply the kinds and strains of seed wanted or produce the kinds of stock needed. Sometimes this may be carried on in the demonstration stage preceding the campaign. Thus in Maine a campaign for the use of improved potato seed was preceded by two years of demonstration work. The demonstrators were picked cooperators who grew the improved seed bought later by those who became interested in adopting the practice.

In better-bull campaigns, breeders of purebred cattle cooperate with extension agents in furnishing lists and records of purebred stock which meets the standard set. Clover and alfalfa campaigns in some States are most successful when local sources of cheap limestone are developed. A food-for-health campaign may fall flat unless whole cereal foods and vegetables may be purchased locally. Better spraying of fruit trees becomes more widespread when spray rings and commercial spraying are organized to care for the small orchard owner who can not afford to own his own power spray rig. A "grow-healthy-chicks" campaign is dependent upon first developing a supply of chicks from accredited, disease-free flocks. This problem of service and supply is the weakest link in the whole campaign chain.

Launching a Campaign

(5) Awake interest of leaders and obtain approval of plans.

The approval and working support of representative farm leaders, farm women, local bankers and business men, school teachers, ministers, and other men in public life should be sought in launching a campaign. It is well to do this even where a strong extension organization and well-appointed local leaders are back of a campaign. Leaders in the above mentioned groups will cast a broad business-like view on the campaign objectives and can give valuable advice. Moreover, if these people are interested in the campaign they will give it support and try to interest others in the work.

Above all, business men and bankers should be enthusiastic converts to the cause from the start that they may answer all inquiries favorably. Thus, a farmer who contemplates buying a purebred bull because of the teachings of the better bull campaign may call on a banker for advice or to borrow the necessary money. Obviously that banker ought to know all about the campaign and its objectives. Similarly, if the feed dealers and farmers' purchasing associations have been interested, any campaign to improve feeds and feeding methods should receive their support. This point is particularly significant when the practice taught by the campaign calls for material and supplies not now carried in stock by the business men locally as certain varieties and strains of seeds, chemicals, dress goods, hardware, foods like whole cereals, and the like.

The methods of enlisting this support are shown in the following outline. This is taken from a plan for a wood-lot management campaign as outlined by E. L. Scovell, extension specialist in forestry in New Jersey.

Outline of Steps in Wood-lot Management Campaign

1. Statement of situation. The specialist in forestry will prepare a three to four page statement giving an analysis of the facts from surveys and studies; present status of wood lots locally; the need for better management; opportunities for sale of wood-lot products; practices recommended. This is a bird's-eye view of the problem and gives the agent opportunity to use this in acquainting people locally with the problem.

2. News notes and articles by specialist and agent using the general facts as given above. The advantages in better use and management of wood lots are emphasized.

3. News notes in local press announcing meeting described below.

4. Circular letter to general list giving details of meeting described below.

5. Conference with agent and meeting to launch campaign.

- (a) Make tour of county with agent, visit farms and wood lots, leading farmers, study situations and needs, announce general plans, and invite leaders to meeting.

- (b) Call on leading business men, bankers, and public officials, to discuss problem and needs, outline objective and plan of campaign, invite to meeting.

- (c) Meet with leading farmers, bankers, business men, and so forth, go over situations, discuss plans, secure approval, set goals, select committeemen, viz:

- (1) County-wide forestry committee.

- (2) Local committeemen to make survey and help with campaign.

- (3) Contest committee.

(d) Make detailed work chart of campaign with county agent.

6. News stories on meeting and conference above. Emphasize what leaders said, approval of plans; methods of work; personnel.

(6) Organize and train leaders.

Immediately following the meeting at which the plans for the campaign were launched, the leaders or committeemen selected should be given instructions and training in the tasks assigned. These tasks need to be definite and the agent ought to have a well-outlined plan of procedure which details what the leaders are to do and what helps will be given them. If there is nothing for committeemen to do which the agent can not do as well or better, no committeemen should be appointed. Where committeemen are used as local teachers, each responsible for organizing a group and giving instruction, the training and instructional help should be given well in advance.

(7) Survey farms to find names and conditions of people who should benefit by adopting the practice.

The second requirement in good salesmanship is to know to whom to sell. This holds in good extension teaching and the persons to whom a practice should be recommended must be known. Thus, in a bull campaign the name of every owner of a scrub or inferior bull ought to be known. This should be listed on a card together with such information as the number and breed of cows kept, the number of calves raised, pasture facilities, how the milk is sold and some reason why the individual should or should not have or use a better bull. This is the extension agent's prospect list and such a list is required in every campaign. Again there is no short cut. The only way of getting such facts and organizing such a list is by means of a farm to farm survey. This survey not only finds the individuals for whom a better practice is appropriate, but it also brings the agent closer to real needs and conditions. Moreover, such a survey has great value in creating attention and much interest in the campaign.

Surveys

The steps involved in making a survey and the questions asked follow. The questionnaire shown was used in a "grow-healthy-chicks" campaign by Mr. Roy Jones, poultry specialist in Connecticut.

Outline of steps in making survey.

Grow-healthy-chicks campaign, New Haven County, Conn., 1926.

- (1) News notes on need for survey.
- (2) Circular letter to general list giving above and inclosing return survey card.
- (3) News notes on progress of survey.
- (4) Five days later repeat 2 above sending to all not returning cards.
- (5) Meeting of project leaders to go over lists and cards returned and plan for completing survey.
- (6) News notes on clean-up of survey by project leaders.

- (7) Survey card used at all meetings.
- (8) Farm to farm survey by committeemen. Use phone where possible.
- (9) Summarize survey and organize prospect list.
- (10) News notes on survey and conditions shown.

Survey Card, New Haven County, Conn.

Grow-healthy-chicks campaign

- (1) No. laying hens beginning of last year._____.
- (2) No. hens died last year_____.
- (3) No. of chicks brooded 1925_____.
- (4) No. of chicks died 1925_____.
- (5) Square feet floor space in brooder houses_____.
- (6) Were your chickens brooded on new ground?_____.
- (7) Range area in acres for growing chicks_____.

Name_____ Address_____

Principles of Teaching Involved

The goal in a campaign is action on the part of many individuals. Here it is the desire to have all those for whom a practice is appropriate adopt the practice. Before this can happen, before action is obtained, the people concerned must be interested and must develop a desire to make the change. Withal it is necessary that these people be pleased and satisfied with the change from old to new practices. All this requires skillful teaching. Moreover, more time is needed to bring these things about than is ordinarily given in most campaigns.

To state the problem another way, all action (in this case making a desired change in practice) is in response to a stimulation or a situation. The learner may not feel that he has a problem calling for some change, or his interest has not been aroused. He will not make the proper response to the stimulation of the campaign unless he is ready to make the change and learns to make this change successfully. All this implies that the extension teaching must build a background of ideas and suggestions of facts and above all, of interest and desire in the mind of the individual. There is far more involved here than merely telling him about the new practice, merely abjuring him to do this or that. In order to get the habit fixed individual to see the need for the change in practice, to help him want to make the change, and to instruct him so that he is successful and satisfied with the new practice, calls for the highest type of teaching.

It has been pointed out that learning is a habit-forming process. People can break old habits and learn new habits only one at a time. People learn one thing at a time. This thing, this experience should help them to meet another problem, to learn another thing. Therefore the experienced extension teacher does not try to reach the great majority of people by presenting an organized mass of knowledge. He does not give the great mass lessons or lectures. Rather he teaches practices, teaches one step at a time. Since suggestion is the more potent, he depends less upon argument and uses a variety of teaching aids to hold the idea of the desired change, the better practice, before people. Each one of these aids reiterates and resuggests facts about the practice. Each reenforces the other in driving home the central idea.

The mind is like a stream. In some people this stream may be sluggish and few ideas may enter or be carried far. But in most individuals the rush of modern life makes this stream a torrent in which many ideas are moving along. These may be now on top, now under, now whirled aside, now thrust out. The extension agent tries to put still more ideas into this stream. To get into the stream and to stay there may be a task. The agent can not paddle timidly along the shore. The idea has to be big enough and good enough so that it can be launched in this stream and hold its course. No paper boat in the way of a weak, smudgy circular letter is going to force a passage for the idea. An occasional subject-matter article will not keep the idea afloat in that torrent. The currents, cross currents, eddies and undertow are much too fierce. Like the channel swimmer the idea must be a good one. It can not be encumbered with a lot of other things, too many "ands," "ifs" or "buts." Moreover, the idea must be reenforced, constantly nourished, appropriately stimulated by the right suggestions and appeals if it is to stay afloat and reach the goal.

To obtain action, to get people to make a desired change, and to insure the greater goal, success and satisfaction with the learning, the campaign is planned to develop the following steps or stages in attitudes: Attention, Interest, Desire, Action, Satisfaction.

These imply that the attitudes, feelings, and reactions of those to be taught are known and understood. It is necessary to gauge properly their ruling interests and emotions. Their habits of thought as well as habits of practice should be appreciated. Their arguments ought to be foreseen. Only then can the most fitting choice and use be made of appropriate teaching means and agencies. Each means, i.e., each circular letter, news article, poster, slogan, meeting, demonstration, tour, or project leader is chosen and used for the special part the means or agency plays in developing these attitudes. Some are used to win attention and interest. All help to hold the main idea - the better practice - before individuals. Finally they move persons to adopt the better practice. The ultimate goal is satisfaction with this act. Therefore, the means employed should teach the individual what and how to do, as well as to stimulate his interest. Obviously, it is necessary that the practice be sound. It has to fit a real need. The farmer must be successful with the new practices - get the results anticipated. His success will bring satisfaction. Then will come the desire to learn still more.

How to get Attention

(8) Choose and use most appropriate means and agencies to attract attention.

This is the foundation stage. To make successful entry for the idea in the mind stream of the learner and to keep this idea afloat, requires the well planned, frequent use of a variety of teaching aids. Repetition, constant repetition, is the first rule. It is desirable that the idea be kept before the learner first by this means, then by that. At first, the hold of the idea will be but a passing one. A picture here, a poster there, a chance item in the press, a cartoon here may arrest the eye and prepare the individual to notice other signs and agencies that gradually drive the idea in, gradually force it into consciousness. The trite injunction of one of our biggest advertisers, viz: "Tell them quick and tell them often" may well be remembered. Motion, contrast, color, size, intensity, all should be used to win attention. A list of the means and agencies most appropriate in developing this stage includes the following:

Means and agencies used to win attention

Slogans.	Exhibits.
Posters.	Mechanical devices.
Stickers.	Method demonstrations.
Envelope inclosures.	Team demonstrations.
Cartoons.	Pageants, parades.
Pictures.	Mock trials.
Motion pictures.	News stories.
Window displays.	Surveys.

An example of how certain agencies are used to win attention is shown in the following outline from a plan of work for a "grow-healthy-chicks" campaign in New Haven County, Conn.

- (1) Circular letter to general list giving summary of survey, general situation it presents; stories of losses, injunction to meet problems, follow suggestions of extension service to be developed.
- (2) News notes on slogan contest.
- (3) Selection of committee.
 " " rules.
 " " prizes.
- (4) News notes on above.
- (5) Circular letter to general list, inclose rules, instructions "clean chicks, clean houses, clean ground" material, entry blanks.
- (6) Same to rural school teachers inviting children to enter. Make discussion of clean chicks, and the like, program a topic one day in schools.
- (7) News notes on above.

- (8) Awarding prizes - committee.
- (9) News notes on same.
- (10) Circular letter to general list giving awards and winning slogan.
- (11) Use slogan - all articles in Shore Line Times; news notes exhibits; displays; footnote on stationery and all circulars. On large stickers to be posted on bags of feed and parcels. Also paste up in county as small sticker - on stationery, bills, envelopes, feed dealers, business men, in advertisements of feed, chemicals, poultry supplies of dealers. On lantern slides.
- (12) Exhibits - wall board placard $3\frac{1}{2} \times 5$ - outlining 8-point program. Head with slogan. Use as background of displays. Set up with printed and illustrative material at all meetings.
- (13) News notes on exhibits.
- (14) Exhibit of placard, with strong pullets in clean yard, weak pullets in dirty yard. A healthy chick turns out the eggs.
- (15) News notes on above.
- (16) Inclosure - small reproduction of placard on card to hang up - send with circular letter to survey list.

How to Develop Interest

(9) Choose and use means and agencies to develop interest.

Of the rules which govern the development of interest the following two should be observed in planning campaigns.

- (1) Give information about the thing.
- (2) Create activity toward it.

These suggest that the means chosen, as in developing attention, hold the central idea before people but also expand this by giving more and more information about the practice that is being taught. People become interested in something which they feel helps them meet their needs and difficulties. Means and agencies should be chosen which impress upon people that they have the problem and that the recommended practice will solve it for them. Here, if anywhere in the campaign, some use can be made, too, of argument and reason. Elsewhere reliance is largely placed upon suggestion. Moreover, such means and agencies as will get people at work in the campaign should be used early in the teaching effort.

The following means and agencies are grouped with relation to the rules given above.

Interest

(1) Give information about the thing:

Result demonstrations.	Graphs, charts.
Testimonials.	Subject-matter articles.
Records of results.	Bulletins.
Tours.	Circulars.
Meetings.	News items.
Lantern-slide lectures.	

(2) Create activity toward the thing:

Committee work.	Poster, essay, slogan, contests.
Organization.	Debates.
Project leaders.	Plays.
Surveys.	Demonstrators.

Application of some of the points discussed above is shown in the following outline of steps taken from a plan for a wood-lot management campaign.

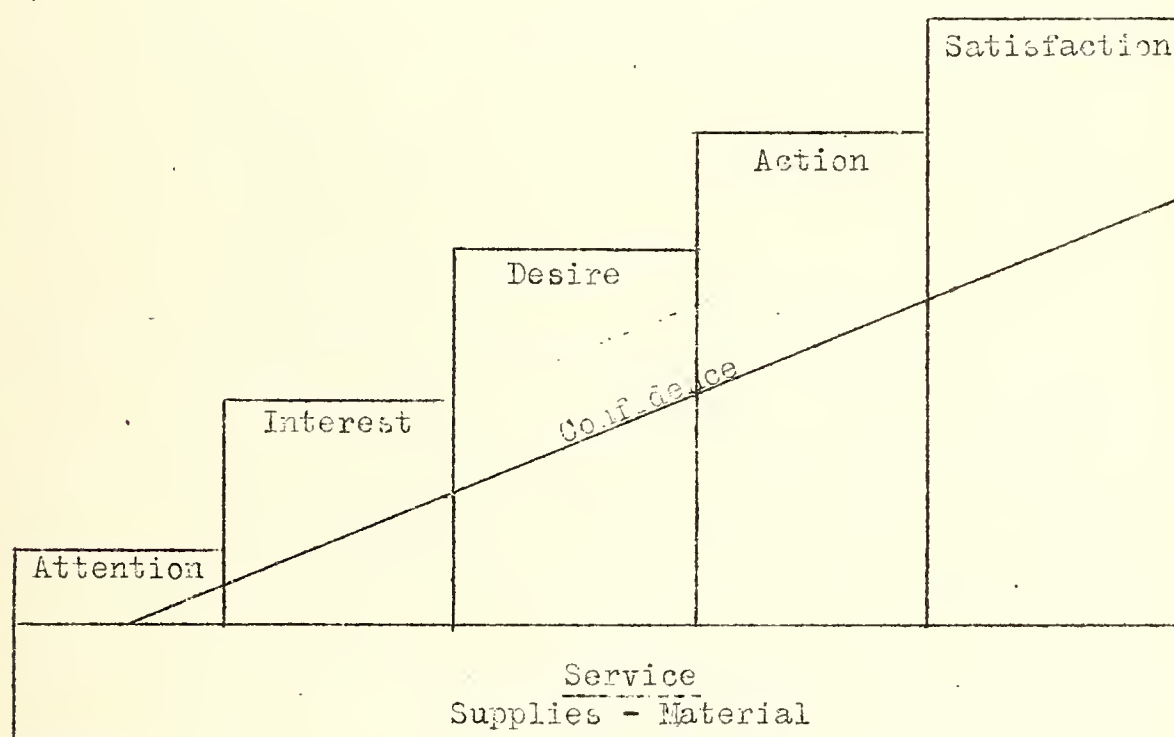
- (1) Wood-lot meetings. Visits to wood lots in community for purpose of studying situation and opportunities and to illustrate what and how changes should be brought about. Procure photographs. Get owner to tell history, methods, results.
- (2) News notes and stories based on above.
- (3) Publish names of those enrolled as cooperators.
- (4) News notes on essay contest to be conducted.
- (5) Essay contest.
 - Organize committee.
 - Include representatives from schools, press, farmers.
 - Get prizes.
 - Formulate rules and limitations.
 - Get support of business men and schools.
- (6) News notes on essay contest giving rules.
- (7) News story giving subject matter on wood-lot management and reference.
- (8) Circular letter, with rules and subject-matter staffer to general mailing list including prospects.
- (9) News notes on following talks.
- (10) Talks by county agent and specialist at schools on wood-lot management. Distribute subject-matter bulletins, rules of essay contest.
- (11) News notes and stories from above meetings and general response to essay contest.
- (12) Meeting of committee to award prize.

- (13) News notes on awards.
- (14) Publish prize essays.
- (15) Reading of prize essays by winners at schools.
- (16) Circulate prize essay on circular to general list.
- (17) News notes on window display.
- (18) Window display - miniature farm wood lot.

Relation of Confidence to Other Attitudes

- (10) Choose and use means and agencies to create confidence.

The development and maintenance of confidence should parallel the building of all other attitudes described here. The relation of confidence to these attitudes is shown in the diagram* below. Here confidence is a rising line running through all. It should grow in intensity as desire is created, and this is followed in turn by action and satisfaction.



*Adapted from "Salesmanship," by Ferris, E. D. and Collins, G. R. The Roland Press.

A wide use of demonstrations will strengthen confidence. The contacts with the demonstrations should be first-hand, however. The people should be brought to see the demonstrations for themselves. Often too much reliance is placed upon result data from a comparatively small number of demonstrations. Similarly, too much reliance is placed sometimes on testimonials. As a rule, evidence that numbers of people have adopted a practice is worth far more than the testimony of a few individuals, unless the practice is startlingly new or there is an emergency. The individual follows the crowd. Therefore, there should be an adequate number of demonstrations, and as soon as possible a fairly large number of cooperators should be pledged to carry on the recommended practice.

Confidence is also won and maintained if right use is made of repetition. Here the value of a good slogan, appropriately used, becomes apparent. Similarly, it is advisable to use other means which present the idea, first in this form, then in that, in order to keep the idea before the people.

Confidence is the key to all accomplishment in extension work. It corresponds here to that great, but intangible asset in business "good will." Once broken confidence is most difficult to restore. Therefore, it is necessary for the extension agent to safeguard it in every stage of the teaching. The tone of the teaching, the attitude, and demeanor of the agent greatly influence the development of the necessary faith and belief. Above all, the practice recommended must be sound, economic, practical. Nothing should be presented in a campaign that is not a real solution to a real problem. The practices should be things which can be readily adopted by most of those concerned. Moreover, the various means and agencies should be used with such care, such attention to details and results that promises are fulfilled.

Means used to Create Desire

(11) Choose and use means and agencies to create desire.

Desire is an outgrowth of interest and confidence. In creating desire, however, appeals to the feelings and emotions should be employed to supplement the facts and logic heretofore presented. The reasoning stage has been passed and suggestion is again employed. A desire is a want. To make that want felt, and to make more sure that the individual will act to satisfy that want the right appeals should be made to his feelings and emotions. These must be known and understood. Thus the suggestion that the purchase of a purebred bull may eventually enable the farmer to buy things for the family comfort, which are now desired, may do far more than all the argument based upon the need for improving livestock. Moreover, by the right use of proper suggestions and appeals, each individual can be brought to see himself in possession of the better stock, seed or poultry house, or whatever is recommended. Good teaching will help him envisage and feel the benefits the new practices should bring to him. These may be material, as money saved, easier operation, protection, and the like. However, the intangible things, such as self-pride, self-righteousness, being a leader in the community, may have a far greater pull.

It is proper and necessary to use means and agencies which suggest such ideas, or even indirectly command the desired action. The slogan "Milk Flows Where Alfalfa Grows," has far more appeal, more "punch" than "Alfalfa for

Prosperity." "Buy a Better Bull and Burn the Mortgage" may have an appeal with some people not touched by the injunction, "The Bull is Half the Herd." "Lime, the Miracle Stuff," or "White Gold Dust," do create desire, when all argument for testing soils and correcting acidity has brought no response. Similarly, there is need for a far greater use of exhibits of the things which are recommended. Just what does a purebred bull look like? Tours to farms where purebred bulls are used will help the farmer to answer that question and at the same time stimulate a desire to own a fine animal. Judging contests between adult farmers similarly, stimulate interest and develop a want to have fine stock. The intensive use of models, especially working models, or of the thing itself in operation, likewise wield a potent influence in stimulating desire. A list of means and agencies which may be used in developing this attitude includes the following:

List of means and agencies used in
stimulating desire

Exhibits of thing.	Honor rolls.
Working models.	Testimonials.
Tours to see thing installed or in operation.	Local leadership.
Participate in method demonstrations.	Money-saving service.
Circular letters suggesting benefits.	Health aids.
Before and after pictures.	Samples.
	Results.

Since the creation of desire is so largely a problem of making the right appeals, it may be of interest to know how some of these are judged in the advertising world. The following is a "table of persuasiveness," which shows the relative strength of various appeals to instincts and interests as they have been determined on the pulling power of advertisements:

Table of Persuasiveness*

The highest possible value is 100, lowest 0. This table indicates pulling power as determined for men and women combined.

Appeal	Strength
Healthfulness.....	92
Cleanliness.....	92
Scientific construction.....	88
Time saved.....	84
Appetizing.....	82
Efficiency.....	82
Safety.....	80
Durability.....	78
Quality.....	72
Modernity.....	72

*From The Art of Advertising by Tipper, Hollingworth, Hotchkiss, and Parsons. The Roland Press.

Family affection.....	70
Reputation of firm.....	58
Guarantee.....	58
Sympathy.....	54
Medicinal.....	50
Imitation.....	50
Elegance.....	48
Courtesy.....	48
Economy.....	48
Affirmation.....	42
Sport.....	42
Hospitality.....	42
Avoid substitutes.....	32
Clan feeling.....	18
Hobby.....	16
Recommendation.....	14
Social superiority.....	12
Imported.....	10
Beautifying.....	10

Planned Use of Means to Create Desire

The use of means and agencies to create desire and confidence as developed in a "better bull campaign" in Sussex County, N. J., is shown below.

- April: Visit dairy-project leaders prior to county-wide meeting, enlisting their enthusiastic support. Ask each to be responsible for placing three bulls.
- May: Start question and answer column in papers. Write up more local men, give purebred-bull facts based on test-association records, notes, and pictures of last year's bulls. Distribute and post true type bull pictures and milk-can map showing results of grading up with purebred bull.
- June: Use slogan on letters and news notes throughout year. Publish list of registered bull owners of county. Continue question and answer column and write-ups of local men. Use testimonials of purebred bull owners. Finish distributing posters and pictures covering granges, creameries, post offices, and stores. Visit herds headed by good bulls. Invite everybody, including news reporters.
- July: Publish list of new bull buyers. Head write-ups like "John Jones wears a smile a mile long. He bought a real bull." Use slogan constantly. Erect one or more big window displays. Paste pictures of bulls (mostly local ones). Give figures on superior products.

- August: Publish list of new bull buyers. Continue local write-ups. Arouse pride, asking that county be put in lead in percentage of registered bulls. Send out letter giving buyers of bulls to date and announcing continuation of trips by groups to inspect and buy bulls. Continue posters, pictures, and displays. Move beaver-board display to other towns.
- September: Continue printing names of recent bull buyers. Write up records back of new bulls. Continue data on value of record bulls. At county or local fairs use bull exhibits to boost campaign. Add pictures of some new bulls to display.
- October: Continue pictures, posters, and displays. Hold mock trial of scrub bull.
- November: Last of month hold banquet for buyers and committeemen. Show bull movies.

What Insures Action

(12) Choose and use means to insure action.

Desire should be followed by action. This implies that the farmer can quickly and easily satisfy the desire created by the skillful use of appropriate means and agencies. Otherwise, substitutes will be accepted, or old practices continued. If the seeds, fertilizer, lime, chemicals, machinery, devices, or other necessary supplies and materials are available locally at reasonable prices, desire may then be turned to action by training committeemen to take orders for stock, seeds, material, and the like. Pools may be organized, or custom limestone crushing, or spraying organized on the "sign up" of interested farmers. Some spread of practice may be obtained by employing trained project leaders who pledge themselves to train a certain number of people to adopt the practice. Treating hogs for worms or pruning fruit trees, or culling poultry, are examples.

Enrollment or pledge cards are also used with good effect. These are handed out at meetings by project leaders or are sent by mail and followed up by a call from a local leader. In some cases such cards only express the desire of the signer for more information or state that help is wanted in testing soil, fine seed, or better stock. Enrollment cards are more effective, however, if they pledge the signer to definitely adopt the recommended practice. Of course, it should be known that this practice fits a real need of the individual, that it is a practical economical solution to a problem which the signer has. The enrollment, moreover, gives a basis for a check on accomplishment and satisfaction, if followed by a survey to learn how much was done by each one enrolled, how carefully directions were followed, what results were obtained, and what further help is needed by the individual.

This phase or stage often receives the least attention. In many campaigns, a full use of a variety of means to insure action is not planned for, and little record is had of those actually benefited by the teaching and adopting the practice.

A list of the means and agencies which are commonly used to insure action follows.

Means used to obtain action

Service and supply.	Information cards.
Pools.	Reminders.
Committees to take orders.	Honor rolls.
Advertisements.	Quotas and goals.
Enrollment cards.	Project-leader groups.
Sales - weeks.	

The text of the legend on an enrollment card and report card as used in a pruning campaign in Kennebec County, Me., is shown below:

Card No. 1 PRUNING-CAMPAIGN ENROLLMENT CARD

Dear Sir:

I wish to enroll in the pruning campaign being conducted in the county and will plan to prune more apple trees this year than I did in 1922. I will report the number of trees pruned when requested.

I ☐ did
I ☐ did not prune during 1922.

No. of trees in orchard _____ Name _____

Date _____ Address _____

1/23 _____ Community _____

Card No. 2 PRUNING-CAMPAIGN REPORT CARD

Dear Sir:

I wish to submit the following report:

No. of trees pruned in 1923 _____ No. of trees in my orchard _____

No. of trees pruned in 1922 _____

I ☐ did
I ☐ did not use vitriol for treating wounds.

Name _____

Date _____ 192 _____ Community _____
3/23

The following notes are from a plan for a campaign to increase the number of plantings of tomato plants taken from supervised plant beds. These show the means used in stimulating action, outlined by Mr. C. H. Nissley, specialist in vegetable gardening.

- (1) News notes on tomato meetings.
- (2) Circular letter with sticker announcing meetings and enrollement plan.
- (3) Phone calls by local committeemen to get attendance.
- (4) Meetings -
 - (a) Local grower.
 - (b) Specialist and county agent.
 - (c) Slides.
 - (d) Three-panel display.
 - (e) Circulars.
 - (f) Discussions and testimonials by growers.
 - (g) Use enrollment card pledging signer to adopt practices 1,2,3.
- (5) News notes on above.
- (6) Circular letter to prospect list urging ordering plants early.
- (7) Advertisements by commercial growers.
- (8) News notes giving names of those enrolling.
- (9) Circular letter to prospect list with enrollment card.
- (10) Arrange for plants.
- (11) Clean up on enrollment by local project leaders.

Measuring Results

- (13) Measure results obtained.

It is most essential in a campaign to know just how many people adopted the practice and what results were obtained. Without this progress is indefinite. The goals set from year to year are also arbitrary unless these facts are known. Moreover, it is highly important to know how satisfied the people are who adopted the recommendations.

The only sure way to get this necessary information is to make a survey about the time the various farmers have harvested the crop or have brought animals to a certain point of maturity when the results of the new practice can be observed. Thus in a "grow-healthy-chicks" campaign this survey and measure are made when the pullets raised are put into the laying house for the winter. In a campaign for the use of better seed, a report is obtained when the crop has been harvested.

After notification of the purpose and plan of getting a record, report cards are sent out to all who enrolled in the campaign. These are returned with a statement from the farmer of how closely he followed the recommendations, what results he got, how satisfied he is with those results, and whether he will continue the practice another year. This is followed by a second letter to those who did not reply to the first. Then committeemen are employed to get a report from all those who did not return the cards. This is done by phone call, by farm visits, and at all meetings held in a community.

There are no short cuts to getting this report of results, but a good report is worth all the trouble it takes. It has the greatest bearing upon forwarding the success of a campaign, upon goals in the future, upon future programs of work, as well as upon the necessary reports which an agent is required to make from time to time.

Following is an outline of the methods used in getting campaign report data as planned in a vegetable project:

- (1) Second letter with report card.
- (2) News notes on success of reporting and stories of results obtained by cooperators.
- (3) Clean up reports of cooperators by local project leaders (phone - visit) and county agent.
- (4) Summarize reports.
- (5) News notes on same.
- (6) News story on complete results of 1926 work.
- (7) Circular letter with same to all cooperators and all tomato growers.
- (8) News notes on smoker.
- (9) County-wide smoker to cooperators by canning-house operators.
Talks by operator.
Review results specialist and county agent stories by growers.
Revise plans for 1927.
- (10) News notes on same.

In the case of a pruning campaign carried on in Kennebec County, Me., some years ago, the agent enrolled 541 men as cooperators in the campaign. After the season was over, using the card shown on page 20, he got reports from 480 of these. The score cards used by home demonstration agents in the food for health campaigns are likewise successful. In this instance, co-operating housewives score the food habits of the family before receiving the food for health instructions. Some months after adopting the recommended practices, these cooperators again score their food habits. This is sent in

with a record of results in terms of improved conditions, noted as a result of following more rational food habits.

Maintaining Satisfaction

(14) Choose and use means to maintain satisfaction.

Simultaneous with the declaration of a cooperator that he will enroll in the campaign, or follow the practice, effort should be made to keep in touch with each individual. Thus by means of timely hints and reminders, or additional circular letters of instruction, the cooperator is enabled to review the points which have been emphasized, and greater assurance is had that he knows how to win success with a practice. The service of supplies and materials must be sure and directions for their use explicit. The cooperation of local merchants, dealers, breeders, seed growers, must be had from the start. Hints, directions, and other instructions may be kept before cooperators in the columns of the local papers. Circular letter instructions are also helpful. Considerable success has followed the use of printed illustrated circular letters, or small four-page printed circulars used as envelope enclosures. Directions for spraying when printed on post cards have been found especially valuable in fruit and vegetable projects.

Sometimes it pays the agent to call on those cooperators who are less well known, or call them on the phone systematically. The agent inquires how they are getting along with the new practice and what further help is needed, to make sure that the largest possible number of those who enrolled in a campaign wins success and satisfaction. Moreover, when any report card is received which indicates that some cooperator is not meeting with expected success, steps should be taken immediately to see the individual, find out where the trouble is and to rectify this at once if possible. Satisfaction - learning, comes with success.

In addition to these measures more abiding satisfaction is assured if the agent early in the campaign, plans to foster and maintain local pride. Personal mention should be made in news notes of those who adopted the practice. Published "honor rolls" of all those enrolled in the campaign stimulate cooperation, local pride, and satisfaction. So far as possible the results obtained from time to time should be published as news stories. In many campaigns it is desirable to round up all those who have enrolled in the campaign, after results have been obtained. A county-wide meeting of these cooperators, a dinner, some stimulating encouraging talks, discussions of plans for the future, all have been found very much worth while.

A list of means and agencies used in maintaining satisfaction follows.

Means Used to Maintain Satisfaction

Results.	Service sheets.
Frequent contacts.	Circulars.
Timely hints.	Bulletins.
News notes.	Farm calls.
Personal mention.	Visits.
Honor rolls.	Phone calls.
Direction cards.	Round-ups of cooperators.

Revising Plans of Work

(14) Review results and revise plans for ensuing year.

This problem is made much easier and more definite and also more pleasurable if the methods which have been outlined are followed. It will be recalled that early in the history of the campaign a definite attempt is made to get the names and conditions of every individual for whom the practice is appropriate. This is followed by a plan to get as many as possible of this list to declare that they will adopt the practice after a well-sustained effort to teach these individuals the worth of a recommended practice. Lastly, a detailed method of getting a report of results is recommended.

If these provisions have been followed, the agent is ready to go over the year's methods of work. His first concern is to go over the subject-matter recommendations with the specialist and to amend these if the wider experience of the year's work so indicates. His second interest will be to improve the service of supplies and materials still further. The third problem, in planning for the year to come, is to consider any objections that have been met, any resistance to adopting the practice, and to recast the appeals that must be made if such individuals are to be led to cooperate in the work next year. Thus, in a bull campaign some dairymen objected to owning a bull, because of their fear of such an animal. What instruction and help, what appeals must be considered to meet such cases? Fourth, the agent and specialist will want to go over all the tools and devices, all the means and agencies used during the current season, to spot those which have been found wanting, and to perfect better ways of using others. In addition, new means will have to be employed and the plan of work modified accordingly. Where a slogan contest has been conducted this year, there may be substituted for this an essay contest or a poster contest another year. New committee appointments must also be made, and in general the plans laid to interest those not yet practicing the recommendations.

The stages described in this circular and the method of teaching outlined can not be covered in the short period which has marked campaigns of the past. It is futile to think that age-old habits, practices, and prejudices of the many can be overcome by a "noisy" campaign of two or three weeks. Again, let it be said, learning is a habit-forming process. It is difficult in dealing with habit-fixed minds to break the old bonds and to make new ones. Only by constant repetition, by constant suggestion of the central idea - now by this means, now by that - can the new idea impress people, take hold and lead to action. Weeks, even months, of work must be carried on before an attempt is made to win action, to lead people over the line and adopt what is recommended. Therefore, the campaign plans should spread the use of the various means and agencies over a period of at least six months. Better bull campaigns in several States are planned to run over a period of five years. Of course, there are seasonal fluctuations in the intensity of the work during the year. In the main, however, there should be only short lapses of time between the use or presentation of the various teaching aids which have been chosen to hold an idea before people and teach them its worth. This is especially important in the first few months of a campaign.

In all campaign planning, sufficient time should be allowed. If the steps leading to action are to be developed properly, a variety of means and agencies must be used with great frequency, weeks or months before the seasonal time for carrying on the farm practice that is recommended. The farmer, too, must always make some adjustments, some changes, before he can put a practice into operation. Thus, in an alfalfa campaign, if the farmer should sow the alfalfa early in summer, he must plan ahead, break up a piece of land the year previous, and have the soil tested. He must buy, haul, and apply lime and fertilizer. He must buy seed and inoculating material. The poultry man who buys his chickens in April may need to get ready for this in February. Orders for chicks must be placed early, brooder equipment and supplies procured, or made ready reasonably early. Therefore, an intensive "grow-healthy-chicks" campaign may properly be started in September or October of the previous year. In general, a minimum of three months of teaching effort should precede the time when action is sought.

Plans of Work

Experience shows that no matter how important the practice is, nor how fine the vision of method may be, if the method is not outlined so that every small detail has a place, the most effective extension teaching is not done. Above all, the county extension agent, the man on the firing line, must be part of that plan. It must be his problem to work it through for himself. He needs to feel and see clearly his own responsibilities in correctly planning the local application of methods of teaching. Each means and agency, each teaching device must be listed, and the details of how and when these will be used need to be outlined as clearly as a blue print. Without these, continuity and systematic work can not be assured.

An ideal work plan is attached. This is from Sussex County, N. J. The county agent, dairy specialist, and supervisor joined in making this plan.

In at least eight States, agents, specialists, and supervisors join in outlining a county plan of work like that illustrated here. This plan is marked by four important features.

- (1) It is more detailed and specific than the plans which have characterized most projects heretofore.
- (2) It assures continuity of teaching effort.
- (3) It spreads the teaching effort over a sufficient period of time, so that desire may be created and confidence won before action is sought.
- (4) It brings about more effective working relations between specialists, county extension agents, and supervisors, because all join in working out the details.

The making of such county work charts will be facilitated and much better local plans will result, if the specialist, or a committee of specialists and supervisors or county extension agents first draws up a basic plan for the district or State as a whole. In this plan, the specialist sketches the whole teaching program for a project, lists the important teaching means and agencies, and how these should be used. The more working detail the better, for better county work charts, like the one illustrated, will result if the specialist first thinks out and plans the teaching scheme for himself in detail.



